BENTLEY HEATH CHURCH OF ENGLAND PRIMARY SCHOOL

MENTAL HEALTH AND WELLBEING POLICY

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils to understand their feelings".

Positive Mental Health and Emotional Well-being describes how we think, feel and relate to ourselves and others and how we interpret the world around us. It affects our capacity to manage, communicate, and form and sustain relationships as well as our ability to cope with change and major life events.

At Bentley Heath we work towards positive Mental Health and Wellbeing in the whole of our school community, for adults as well as children. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children may be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health.

Rooted in Jesus, and fruitful in mission and service

Bentley Heath Church of England Primary School has a living Christian foundation following the teaching of Jesus, whereby we seek for everyone in our School community to be Rooted and Fruitful in Him. We live out this faith by following Jesus' command to: "Love one another as I have loved you." (John 15:12)

Scope
This policy should be read in conjunction with our medical policy in cases where a pupil's mental health overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need. It also links to the following policies: Anti-bullying and Behaviour, PSHE, Child Protection, Safeguarding

The Policy Aims to:
- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental and emotional health issues
- Alert staff to early warning signs
- Provide support to staff, pupils and their families

Lead Members of Staff

Whilst all staff have a responsibility to promote the emotional and mental health of pupils, staff with a specific, relevant remit include:

- AHT Inclusion and CFSW – Mental Health Leads
    Mental Health / SEND Lead Governor
- Designated Safeguarding Leads (DSL)

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the CFSW lead in the first instance and record their concerns on My Concern. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding lead.

If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed.
Where a referral to SOLAR is appropriate, this will be led and managed by CFSW and AHT Inclusion

Warning Signs

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns to AHT Inclusion and CFSW.

Possible warning signs include: (this is not an exhaustive list)
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Noticeable changes in appearance/behaviour/attitude
- Skipping PE or getting changed secretively
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Also, all staff, may use the Leuven Scale each term, and alert the AHT Inclusion and CFSW if there are any concerns which need to be monitored.

Curricular and Extra-curricular Support

We support the mental health and wellbeing of all pupils through:
• A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
• High profile anti-bullying procedures and policy through corporate posters, assemblies and events
• Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
• Encouraging positive, caring and constructive relationships
• Having active listeners, including assistants and adults other than school staff to whom a child may turn
• Recognising the background of individual pupils and their physical, social and emotional needs
• Consistent support for vulnerable children and those with SEND from trained teams of pastoral, learning

support, teaching assistants and other agencies where appropriate.
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity
- Using KiVa and Jigsaw materials to raise self-esteem and confidence levels.
- Opportunities for pupil leadership through school council and play leaders,
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum
- Having social / nurture groups for general wellbeing as well as specific mental health, such as interventions dealing with anxiety or emotions

Staff Support
We support the mental health and wellbeing of all staff through:
- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external training
- Involving all staff in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents and so on.
- Provision of non-contact time to allow for planning, delivery and evaluation of healthy school activities
- Consultation on training and support needs through regular review
- Work life balance regularly reviewed and acted upon i.e. reduction of unnecessary paperwork, admin tasks

Roles and Responsibility
- The promotion of Emotional Health and Social Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors.
- The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- The Governing body has adopted this scheme and will assess and monitor its impact annually.
- Staff will be expected to know what their responsibilities are in ensuring the scheme is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.
- Pupils will be made aware of how this policy applies to them as part of the school aims, values and in the
  curriculum.
- Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

Training
As a minimum, all staff will receive regular training about recognising and responding to emotional and mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

Mental Health & Wellbeing Policy, May 2019